

improvement policies and practices with the largest gaps, you should be able to make greater and faster strides toward increased levels of satisfaction levels among junior faculty.

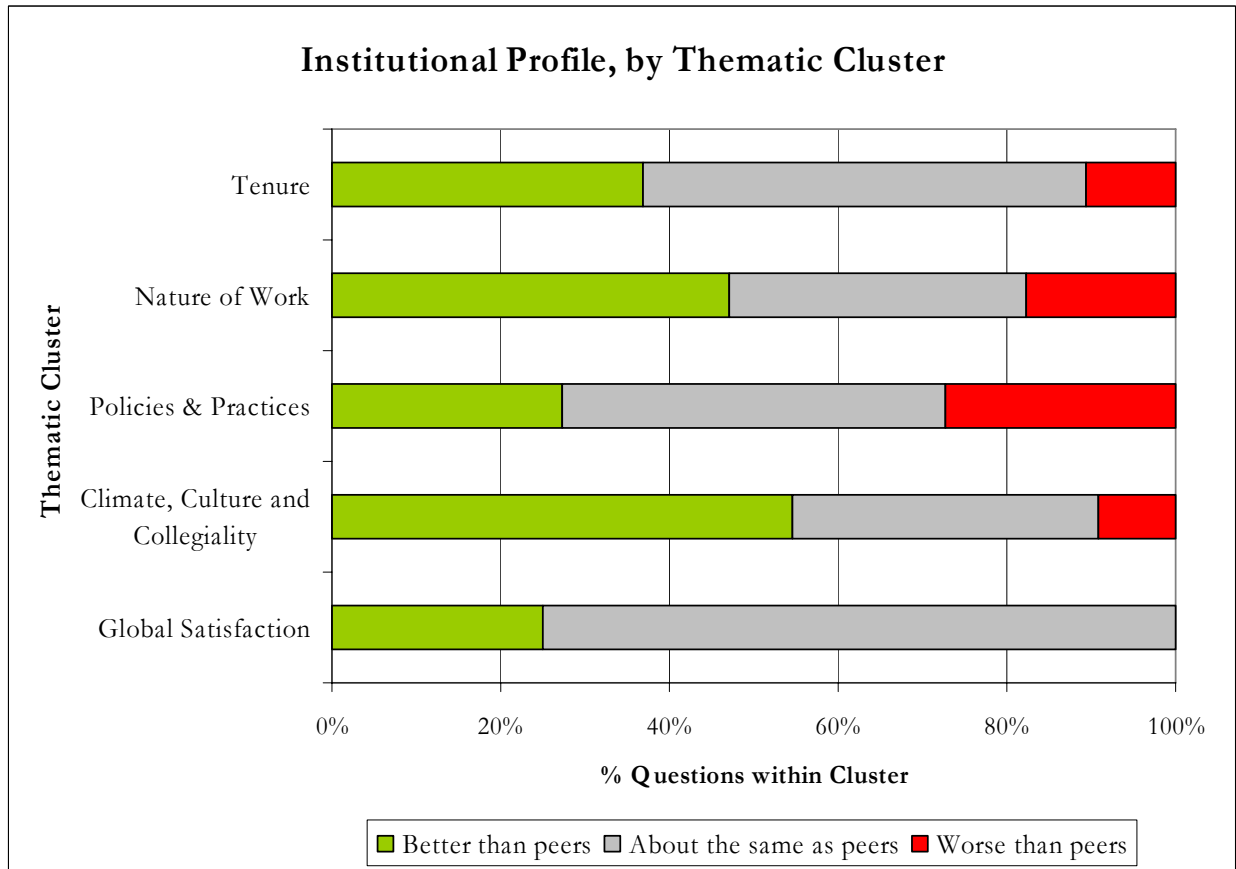
The Best and Worst. The survey asked respondents to select, from a list of 28 items, the two best and two worst aspects of working at your institution. This section summarizes the responses. We list, in rank order, the best and the four worst according to your junior faculty. These rankings are compared to your peers and to all participating colleges. Taken together with the “Effectiveness Gap” responses, you now know what works well and what does not from the perspective of tenure-track faculty. You know what to celebrate and where to concentrate your efforts.

The Executive Summary, we would reiterate, is but a thumbnail sketch. It is a place to begin, not a place to end. The Executive Summary gives you an overall sense of the work life of your junior faculty *as they see it*. The data presented here offer you a springboard for further analysis, discussion, and ultimately, action.

The survey was organized around five themes:

- I. Tenure;
- II. Nature of the Work;
- III. Policies and Practices;
- IV. Climate, Culture, and Collegiality; and
- V. Global Satisfaction.

This chart summarizes your faculty scores for each cluster taken as a whole. The bar graph indicates what percentage of the survey items *within each cluster* were above, below, or within one standard deviation of the peer mean.



The following five tables detail the dimensions on which your institution received favorable or unfavorable ratings within each thematic cluster.

		1	2
		Mean	Peer Comparison
Section I. Tenure			
Q25b	reasonableness of the expectations for performance as a teacher.	4.48	+
Q25d	reasonableness of the expectations for performance as a department colleague.	4.27	+
Q24b	clarity of the expectations for performance as a teacher.	4.26	
Q25e	reasonableness of the expectations for performance as a campus citizen.	4.24	+
Q25a	reasonableness of the expectations for performance as a scholar.	4.17	
Q25c	reasonableness of the expectations for performance as a student advisor.	4.07	+
Q25f	reasonableness of the expectations for performance as a community member.	4.01	+
Q23	clarity of their own prospects for earning tenure.	3.95	
Q24d	clarity of the expectations for performance as a department colleague.	3.74	+
Q24e	clarity of the expectations for performance as a campus citizen.	3.68	
Q24c	clarity of the expectations for performance as a student advisor.	3.64	
Q19	clarity of the tenure process.	3.58	
Q22	clarity of the body of evidence that will be considered in making decisions about their own tenure.	3.44	
Q24a	clarity of the expectations for performance as a scholar.	3.41	
Q20	clarity of the criteria for tenure.	3.36	-
Q24f	clarity of the expectations for performance as a community member.	3.19	+
Q21	clarity of the standards for tenure.	3.19	
Q27a	perception that tenure decisions are based primarily on performance.	3.03	-
Q26	not receiving mixed messages from senior colleagues about the requirements of tenure.	2.86	

		1	2
		Mean	Peer Comparison
Section II. Nature of Work			
Q29d	satisfaction with the discretion they have over the content of the courses they teach.	5.00	+
Q30d	satisfaction with the influence they have over the focus of their research.	4.95	+
Q29c	satisfaction with the influence they have over which courses they teach.	4.84	+
Q29a	satisfaction with the level of the courses they teach.	4.60	+
Q29e	satisfaction with the number of students they teach.	4.58	+
Q33d	satisfaction with the quality of computing services.	4.28	+
Q28	satisfaction with the way they spend their time as faculty members.	4.16	+
Q29f	satisfaction with the quality of undergraduate students with whom they interact.	3.92	-
Q29b	satisfaction with the number of courses they teach.	3.82	
Q31	satisfaction with the quality of facilities.	3.70	
Q30a	satisfaction with what's expected of them as researchers.	3.69	
Q33a	satisfaction with the quality of clerical/administrative services.	3.55	-
Q33c	satisfaction with the quality of teaching services.	3.45	-
Q30c	satisfaction with the amount of research funding they are expected to find.	3.43	
Q33b	satisfaction with the quality of research services.	3.07	
Q32	satisfaction with the amount of access they have to Teaching Fellows, Graduate Assistants, et al.	2.67	
Q30b	satisfaction with the amount of time they have to conduct research.	2.59	+

		1	2
		Mean	Peer Comparison
Section III. Policies and Practices			
Q34b-07	effectiveness of travel funds to present papers or conduct research.	4.59	
Q34b-08	effectiveness of paid or unpaid research leave during the probationary period.	4.24	
Q34b-10	effectiveness of an upper limit on committee assignments.	4.07	+
Q34b-02	effectiveness of informal mentoring.	4.03	
Q34b-03	effectiveness of periodic, formal performance reviews.	3.96	+
Q34b-04	effectiveness of written summary of periodic performance reviews.	3.94	+
Q35d	departmental colleagues do what they can to make raising children and the tenure-track compatible.	3.82	
Q35c	departmental colleagues do what they can to make having children and the tenure-track compatible.	3.81	
Q34b-12	effectiveness of peer reviews of teaching and research.	3.66	
Q36	satisfaction with compensation.	3.60	
Q34b-11	effectiveness of an upper limit on teaching obligations.	3.57	
Q34b-05	effectiveness of professional assistance in obtaining externally funded grants.	3.44	+
Q34b-01	effectiveness of formal mentoring program.	3.25	+
Q37	satisfaction with the balance they are able to strike between professional time and personal/family time.	3.06	+
Q34b-06	effectiveness of professional assistance for improving teaching.	2.98	-
Q34b-09	effectiveness of paid or unpaid personal leave during the probationary period.	2.92	-
Q35b	institution does what it can to make raising children and the tenure-track compatible.	2.52	
Q35a	institution does what it can to make having children and the tenure-track compatible.	2.42	-
Q34b-15	effectiveness of stop-the-tenure-clock for parental or other family reasons.	2.35	-
Q34b-14	effectiveness of financial assistance with housing.	1.79	-
Q34b-13	effectiveness of childcare.	1.73	
Q34b-16	effectiveness of spousal/partner hiring program.	1.67	-

		1	2
		Mean	Peer Comparison
Section IV. Climate, Culture, and Collegiality			
Q38a	satisfaction with the fairness of their immediate supervisor's evaluation of their work.	4.74	+
Q39b	satisfaction with the amount of personal interaction they have with senior colleagues in their dept.	4.32	+
Q39c	satisfaction with the amount of professional interaction they have with junior colleagues in their dept.	4.24	+
Q39d	satisfaction with the amount of personal interaction they have with junior colleagues in their dept.	4.24	
Q40	satisfaction with how well they "fit" in their department.	4.14	
Q38c	satisfaction with their opportunities to collaborate with senior faculty.	3.99	+
Q39a	satisfaction with the amount of professional interaction they have with senior colleagues in their dept.	3.97	+
Q38b	satisfaction with the interest senior faculty take in their professional development.	3.95	+
Q43	sense that their department treats junior faculty fairly compared to one another.	3.94	
Q41	satisfaction with the intellectual vitality of the senior colleagues in their department.	3.55	-
Q42	sense of unity and cohesion among the faculty in their institution.	3.46	

		1	2
		Mean	Peer Comparison
Section V. Global Satisfaction			
Q48	sense that if they had to do it over again, they would accept their current position.	4.57	
Q45b	satisfaction with their institution as a place to work.	4.36	+
Q46b	satisfaction that the CAO at their institution seems to care about the quality of life for junior faculty.	4.19	
Q50	rating their institution as a place for junior faculty to work.	4.05	

Question 34a. Regardless of whether the following policies and practices currently apply to your institution, please rate how important you think each would be to your success.

Question 34b. *How effective for you have been the following at your institution?*

From a list of 16 common policies and practices, below are those items which respondents identified as “Very important” or “Somewhat important” in Question 34a, then as “Very ineffective” or “Somewhat ineffective” in Question 34b. This “gap analysis” highlights those policies and practices for which a large gap exists between importance rating and effectiveness rating. We call this the “effectiveness gap.”

The following table provides “effectiveness gap” results in greater detail. A high percentage of faculty indicating an effectiveness gap indicates a potential problem with that policy or provision on your campus. Note especially the differences between groups on those policies and provisions that do not necessarily rank high overall.

Table 34: Percentage of junior faculty indicating an “effectiveness gap” for common policies and provisions.

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Policy or practice for junior faculty	Overall
Childcare	60% (1)
Financial assistance with housing	42% (2)
Professional assistance for improving teaching	24% (3)
Stop-the-tenure-clock for parental or other family reasons	24% (3)
Professional assistance in obtaining externally funded grants	19% (5)
An upper limit on teaching obligations	16% (6)
Formal mentoring program for junior faculty	16% (6)
Paid or unpaid personal leave during the probationary period	15% (8)
Periodic, formal performance reviews for junior faculty	14% (9)
An upper limit on committee assignments for tenure-track faculty	7% (10)
Peer reviews of teaching and research	7% (10)
Written summary of periodic performance reviews for junior faculty	7% (10)
Informal mentoring	6% (13)
Paid or unpaid research leave during the probationary period	0%* (-)
Spousal/partner hiring program	0%* (-)
Travel funds to present papers or conduct research	0%* (-)

Note: The values in parenthesis indicate the vertical rank of that response. A '*' indicates a tie.

Question 44a. Please check the two best aspects about working at your institution, as opposed to a comparable institution.

Question 44b. Please check the two worst aspects about working at your institution, as opposed to a comparable institution.

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These items were most frequently rated as the <u>best aspects</u> about working at your institution.	# of institutions where item ranked among the top four responses		These items were most frequently rated as the <u>worst aspects</u> about working at your institution.	# of institutions where item ranked among the top four responses	
	YOUR PEERS (n = 5)	ALL COLLEGES (n = 14)		YOUR PEERS (n = 5)	ALL COLLEGES (n = 14)
1. My sense of "fit" here	4	12	1. Lack of diversity	3	7
2. Support of colleagues	2	8	2. Too much service/too many assignments	0	4
3. Quality of undergraduate students	5	10	3. Teaching load	3	7
4. Geographic location	2	7	4. Compensation	1	6
5. Support for teaching	0	2	5. Commute	0	0
6. Quality of colleagues	5	8	6. Quality of undergraduate students	0	2
7. Support for professional development	0	1	6. Quality of colleagues	0	0
8. Compensation	0	0	6. Support of colleagues	0	0
8. Tenure requirements in general	1	1	6. Tenure criteria clarity	1	3
10. Protection from service/assignments	0	0	10. Availability/quality of childcare facilities	3	4
10. Cost of living	0	2	10. Tenure requirements in general	1	2
10. Teaching load	0	2	12. Quality of facilities	0	2
13. Tenure process clarity	0	0	12. Lack of support for professional development	0	1
14. Support for research (e.g., research leave)	1	2	12. Childcare policies/practices (or lack thereof)	0	1
- Opportunities to collaborate with colleagues	0	0	12. Tenure process clarity	1	1
- Quality of graduate students	0	0	16. Lack of support for research	0	4
- Quality of facilities	0	0	- Opportunities to collaborate with colleagues	0	0
- Assistance for grant proposals	0	1	- Quality of graduate students	0	0
- Childcare policies/practices	0	0	- Lack of support for teaching	0	1
- Availability/quality of childcare facilities	0	0	- Lack of assistance for grant proposals	0	0
- Spousal/partner hiring program	0	0	- Spousal/partner hiring program (or lack thereof)	3	3
- Diversity	0	1	- Geographic location	2	4
- Presence of others like me	0	0	- Absence of others like me	0	0
- Commute	0	0	- My lack of "fit" here	0	0
- Research requirements for tenure	0	0	- Cost of living	1	3
- Tenure criteria clarity	0	0	- Research requirements for tenure	0	2
- Manageable or no pressure to perform	0	0	- Unrelenting pressure to perform	1	1
- Academic freedom	0	1	- Academic freedom	0	0